May 2009 Training Tracker

Utah Public Charter Schools



These sessions are geared specifically for principals, directors, and school administrators.

(New requested addition to the schedule!) May 19, 2009

3-Minute Classroom Walk-Through

*We'll discuss a tool to allow more time in more teachers' classrooms that encourages selfreflection and conversation.

2009-2010 Sessions

August 28, 2009 (Tentative based on desire)

September 25, 2009

Continuing Dates TBA

Please take a look at the charter

school website for training materials

from previous sessions.

http://www.schools.utah.gov/chart

erschools/training.htm

MAY, 2009: (New addition...!)

19 Monthly Directors' Discussion Session

3-Minute Classroom Walk-Through

Upcoming Charter School Trainings

USOE - Board Rooms

8:30 - 1:30

Lunch & chocolate provided

RSVP to Jeannie Rowland no later than Wed., May 13.

Jeannie.Rowland@schools.utah.gov

JUNE, 2009:

16-17 Utah Charter School Conference, "A Decade of Innovation" This is sponsored by Utah Association of Public Charter schools -contact Susan Soliel for details Susan@utahcharters.org or 801-554-9495

CACTUS TRAINING, 2009

Below are the dates for the CACTUS training scheduled for this year. Because we have limited space, you will need to register for a session (WIMBA or hands-on). Contact Diane DeMan by email (diane.deman@schools.utah.gov) or call me at (801) 538-7741 to register for the date you wish to participate.

Remember that those to attend the WIMBA training should be concerned veteran CACTUS users who already are familiar with the interface and know how to: enter assignments, calculate assignment percentage and FTE, update addresses, access reports, and enter Level 2 upgrade recommendations as well as understand licensing and Letters of Authorization.

WIMBA*: (Web Training for CACTUS veterans only – Please contact Diane DeMan for instructions.)

May 20, 10-12 pm June 9, 10-12 pm May 14, 10-12 pm

HANDS-ON:

955 West 12th Street

Ogden

| <u>Place</u> | <u>Date/Time</u> | <u>Place</u> | <u>Date/Time</u> |
|---|--|--|---|
| Granite District 2500 South State, rm C121 Salt Lake City (North side, first floor of two sto | May 18 th (Monday) 9 am to 2:30 pm ry building) | Creekside School (Murray District) 179 East 5065 South Murray | June 11 th (Thursday) 9 am to 2:30 pm |
| Provo District 280 West 940 North Provo | May 28 th (Thursday) 9 am to 2:30 pm | Carbon District 251 West 400 North Price | June 23 rd (Tuesday) 10 am to 3 pm |
| Weber Adult Ed. (Weber District) | June 2 nd (Tuesday) 9 am to 2:30 pm | | |

DID YOU KNOW??

UTAH PROFESSIONAL PRACTICES ADVISORY COMMISSION

(UPPAC) is looking for educators to join the Commission. The membership of this committee is even more critical (and interesting) due to the media's current interest in educator ethics and background concerns. Print and fill out an application -- Deadline is May 22. The application can be found at:

http://www.schools.utah.gov/uppac/default.htm

The Utah Career and Technical Education Conference is being held all through the month of June. To register for various sections (i.e., Information Technology, Family and Consumer Sciences, CTE Introduction, Work-Based Learning, etc.) please visit: http://sail2.ext.usu.edu/cte/

Response to Intervention Recommendations

Tier 1

1. Screen all students to identify those at risk for potential mathematics difficulties and provide interventions to students identified as at risk.

Tiers 2 and 3

- 2. Instructional materials for students receiving interventions should focus intensely on in-depth treatment of whole numbers in kindergarten through grade 5 and on rational numbers in grades 4 through 8. These materials should be selected by committee.
- 3. Instruction during the intervention should be explicit and systematic. This includes providing models of proficient problem solving, verbalization of thought processes, guided practice, corrective feedback, and frequent cumulative review.
- 4. Interventions should include instruction on solving word problems that is based on common underlying structures.
- 5. Intervention materials should include opportunities for students to work with visual representations of mathematical ideas and interventionists should be proficient in the use of visual representations of mathematical ideas.
- 6. Interventions at all grade levels should devote about 10 minutes in each session to building fluent retrieval of basic arithmetic facts.
- 7. Monitor the progress of students receiving supplemental instruction and other students who are at risk.
- 8. Include motivational strategies in tier 2 and tier 3 interventions.



"Never look down on anybody unless you're helping them up."

--The Reverend Jessie Jackson

What Works Clearinghouse

An initiative of the U.S. Dept. of Ed.'s Institute of Education Sciences (IES), What Works Clearinghouse (WWC), is a central and trusted source of scientific evidence for what works in education. Among other things, the WWC produces user-friendly study guides for educators. One example:

Assisting Students Struggling with Mathematics: Response to Intervention (Rtl) for Elementary and Middle Schools

Students struggling with mathematics may benefit from early interventions aimed at improving their mathematics ability and ultimately preventing subsequent failure. This guide provides eight specific recommendations intended to help teachers, principals, and school administrators use Response to Intervention (Rtl) to identify students who need assistance in mathematics and to address the needs of these students through focused interventions. The guide provides suggestions on how to carry out each recommendation and explains how educators can overcome potential roadblocks to implementing the recommendations.

Summary of the Recommendations

This practice guide offers eight recommendations for identifying and supporting students struggling in mathematics. The recommendations are intended to be implemented within an RtI framework (typically three-tiered). The panel chose to limit its discussion of tier 1 to universal screening practices (i.e., the guide does not make recommendations for general classroom mathematics instruction). Recommendation 1 provides specific suggestions for conducting universal screening effectively. For Rtl tiers 2 and 3, recommendations 2 though 8 focus on the most effective content and pedagogical practices that can be included in mathematics interventions. (See table to the left.) This information and table come from the document: http://ies.ed.gov/ncee/wwc/pdf/practice quides/rti math pa 042109.pdf

For this and other great guides you can use for staff professional development, see: http://ies.ed.gov/ncee/wwc/publications/practiceguides/